

Chapter 71

Investigation About Participatory Teachers' Training Based on MOOC

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ABSTRACT

In consideration of shortcomings of general teachers' training module, such as less chance, inefficiency, theory-practice gap and short duration, we expounds the concept and process of teachers' training module based on MOOC, discusses how MOOC platform promote collaborative teachers' training development and improve teachers' training methods and other issues in this paper. This paper proposes collaborative teachers' training model with analysis and argumentation on theory, performance and learning support both inside and outside the classroom, aiming for a reference for every education trainers.

1. INTRODUCTION

Education informatization is the utilization of information technology to facilitate diversification and improvement of education contents, methods, and forms. The teachers' training is the key of educational informatization (MA J.H., 2001). It is inevitable to promote teachers' professional development through a specific training, many countries carry out various forms of teachers' training programs, such as Singapore, UK, USA, Japan and so on. However, due to the traditional centralized training gives a higher priority to theory and less attention to practice, even the teaching content and teaching method are out-of-date, it is difficult to migrate training to teaching practice. With the popularization of internet, people began to consider using the internet to carry out teacher training. This presents an urgent requirement of network resources.

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Massive Open Online Course, called MOOC for short, is a new pattern of online education. MOOC is considered to be a teaching mode, which consists of participation, feedback, discussion, evaluated examination and certificates. MOOC sends qualified education to all corners of the world through information and network technology, thus teachers would be involved in the people-oriented way of obtaining educational information, rather than computer-centric. MOOC today are a moving target -their form and function is shifting weekly, as course designers and platform providers around the world dream up new approaches to open online learning (Grover & Franz & Schneider, 2013). The major advantage of MOOC is that it provides not only resource management, learner management, teacher management and communication tools which are provided by other platforms, but also its unique learning and teaching process management which could be used to manage the implementation of teaching, teaching track, teaching evaluation and so on, in order to carry out a variety of interactive training activities to diversify the evaluation and reflection. In the other words, MOOC allows more and broader teachers to participate in the training, and improve the quality of teacher training at the same time. Moreover, with hand held, pervasive and wireless technology, it became possible for all the participants to connect their own computers or portable communication devices to the support system of real time and interactive distance classes (Bonakdarian, 2009).

2. PRESENT SITUATION OF TEACHERS' TRAINING

Based on previous investigation of teachers' training experience, using the research methods of literature date, questionnaires, on-the-spot investigation, expert interviews and other research methods, we find the following hazards in teachers' training:

First is the lack of continuity in training. On the one hand, it will take up some time for teachers to attend teachers' training, which may affect the normal teaching schedule. That leads to a situation that some teachers is unable to go out to attend centralized training. On the other hand, the majority of teachers' training is still aiming at on-demand teaching, resulting in a lack of coherence in most of the contents. Therefore, they need a new approach to training, by which teachers would be able to receive new knowledge not far from the house.

Second is the low training efficiency. On the one hand, the principles of integrating theory with practice, giving lectures in light of the needs, and emphasizing practical results were not taken seriously, so training is not terribly helpful. On the other hand, the training is still carried out in a traditional classroom form which usually uses a cramming method of teaching. That often reinforces the erroneous concept of education of teachers, and cannot absorb the scientific concepts advocated. What's more, because of the slack management system and substantially all the teachers can get a certificate of completion which leads to a very low training efficiency.

Third is lack of stable support in teachers' training. On the one hand, due to geographical and economic conditions, many schools can't get a high-quality resources of knowledge, and can't cultivate the ability to adapt to social development. On the other hand, especially in the western region, there is too few teaching training to meet the actual needs of teachers.

In addition to all the advantages of distance education, MOOC provides multi interaction, evaluation and many other functions. Thus teachers' training based on MOOC would be a prolific solution to these problems.

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